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ABSTRACT

This report describes the development of a complete set of curriculum materials that uses the Teams-Games-Tournament (TGT) instructional process for elementary language arts instruction for grades four through six. The TGT instructional process is a cooperative group-teaching method that requires materials to be objective based and presented in worksheet and game formats. The development process included selection and writing of learning objectives; preparation of worksheets, gamesheets, and answer sheets; and classroom testing and revision of the materials, which cover 97 learning objectives in elementary language arts. The objectives, their sources, and examples of a gamesheet and a worksheet are appended. (Author/RL)

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THE DEVELOPMENT OF TEAMS-GAMES-TOURNAMENT (TGT) CURRICULUM
MATERIALS FOR ELEMENTARY LANGUAGE ARTS

CONTRACT NO. NE-C-00-3-0114

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Introductory Statement

The Center for Social Organization of Schools has two primary objectives: to develop a scientific knowledge of how schools affect their students, and to use this knowledge to develop better school practices and organization.

The Center works through three programs to achieve its objectives. The Policy Studies in School Desegregation program applies the basic theories of social organization of schools to study the internal conditions of desegregated schools, the feasibility of alternative desegregation policies, and the interrelation of school desegregation with other equity issues such as housing and job desegregation. The School Organization program is currently concerned with authority-control structures, task structures, reward systems, and peer group processes in schools. It has produced a large-scale study of the effects of open schools, has developed the Teams-Games-Tournament (TGT) instructional process for teaching various subjects in elementary and secondary schools, and has produced a computerized system for school-wide attendance monitoring. The School Process and Career Development program is studying transitions from high school to post secondary institutions and the role of schooling in the development of career plans and the actualization of labor market outcomes.

This report, prepared by the School Organization Program, describes the development of curriculum materials for elementary language arts for use with the TGT instructional process.

Abstract

This report describes the development of a complete set of curriculum materials for elementary language arts (grades 4, 5, and 6) for use with the Teams-Games-Tournament (TGT) instructional process. TGT is a cooperative group teaching method that requires materials to be objective-based and presented in worksheet and game formats.

The development process included selection and writing of learning objectives, preparation of worksheet, gamesheet, and answer sheets, classroom testing and revising of materials. The fully developed materials cover 97 learning objectives in elementary language arts.

Acknowledgments

A project this size requires assistance and guidance from many people. Robert Slavin and James McPartland provided general direction and guidance throughout. Two Baltimore County elementary school teachers, Beverly German and Carol Smith, spent their summer scrutinizing and organizing objectives and game items. Johns Hopkins graduate students, Mary Waters and Josh Raphaelson, proved to be sensitive and efficient item writers. Dave DeVries, of the Center of Creative Leadership (CCL) and one of the original developers of TGT, and Mike Lombardo, also of CCL, provided assistance, guidance, and criticism while simultaneously directing the development of TGT curriculum materials in mathematics.

Classroom testing could not have been conducted without the help and enthusiasm of principals and teachers at St. Rita's, St. Jane Frances, Our Lady of Mt. Carmel, St. Mark's, and St. Francis of Assisi parochial schools in Baltimore, and without the project management of Len Guedalia, of the Montgomery County Public Schools, and the teachers who assisted him.

The gamesheet and worksheet typing was accomplished by Hazel Kennedy, Alta Lou Smith, Barbara Hucksohl, and Mary Watson-Robison.

Introduction

This report describes the development of an elementary language arts curriculum for grades four to six for the Teams-Games-Tournament instructional process. The development consisted of deriving a set of instructional objectives for language arts, devising a coherent structure for the objectives, developing worksheets and gamesets for each of the objectives, pilot testing the materials, and revising the materials and the structure based on the results of the pilot testing.

Teams-Games-Tournament (TGT) is an instructional process in which students are placed on teams and engage in academic game tournaments with students from other teams. The teams are composed of 4-5 students: a high achiever, a low achiever, and 2-3 average achievers. Teams are also mixed with respect to sex and race. Teammates study together to learn academic material. At least once each week, the members of each team compete with members of other teams on simple academic games to gain points for their team. This competition, the game tournament, takes place between students of equal past achievement. In this way, each student has an approximately equal and substantial chance to contribute the maximum score to his or her team. A weekly newsletter announces team standings and recognizes students who have contributed outstandingly to their team scores. A more complete description of TGT is available in Fennessey, DeVries, and Edwards (1974). The positive effects of TGT on student achievement, student attitudes toward school and classwork, and race relations are summarized in DeVries and Slavin (1976).

The TGT instructional process was developed by the Center for Social Organization of Schools as part of the School Organization program from

1971 through 1975. The process was developed through field experimentation. Initial TGT experiments used available instructional games, but as the classroom experiments were expanded the researchers and teachers were required to produce more appropriate curriculum materials -- worksheets and games designed specifically for use with TGT.

One of the curriculum expansions occurred as TGT was applied to elementary language arts (DeVries and Mescon, 1975; DeVries, Mescon, and Shackman, 1975). To apply TGT to language arts, the researchers and the participating teacher selected a number of relevant objectives and generated worksheets and games based on those objectives. The initial materials covered differentiating between sentences and non-sentences; identifying the four kinds of sentences; learning correct end punctuation of sentences; learning the correct usage of commas, apostrophes, and quotation marks; and learning correct capitalization, subject-verb agreement, and spelling. A total of 21 worksheet sets and games were developed for the studies.

Following the studies using these materials, the materials were revised and edited based on the results. In conjunction with other TGT curriculum materials (reading analogies, grades 3-6; reading vocabulary, 3-6; mathematics, 3-5, and language arts, 7-9), the materials were reviewed and approved by the Office of Education/National Institute of Education Joint Dissemination Review Panel. Also, under the National Institute of Education copyright guidelines, commercial publication of the TGT materials was solicited and achieved. The TGT curriculum materials are now being published by Argus Communications.

As the experimental studies of the TGT instructional process were carried out and commercial publication of TGT materials was achieved, it became apparent that the mathematics units and the language arts units needed to be made more comprehensive in order for teachers to be able to apply TGT fully in their classrooms. Though teachers were encouraged to create and produce their own worksheets and games to use TGT to meet their specific learning objectives, the magnitude of the task prevented most teachers from doing so. Thus, to make the TGT instructional process fully applicable to the teaching of language arts and math, it was necessary to develop a complete curriculum of TGT materials in each subject area. The remainder of this paper reports the development of the complete TGT materials for language arts in grades four to six.¹

Development

Selection of Learning Objectives

The intent of the TGT language arts curriculum development was to produce a set of materials covering all the basic learning objectives for language arts in grades 4-6. The criteria for selection of each learning objective were (1) the objective was relevant to language arts in grades four to six, and (2) the objective was not limited to regional use, but was national in importance -- it reflected an important skill to be learned in any area of the country. Three sources of objectives were identified. Appendix A contains a listing of sources that were examined and used.

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Development of complete TGT curriculum materials in mathematics was carried out simultaneously by the Center for Creative Leadership (CCL), Greensboro, North Carolina. The development was supervised at CCL by David L. DeVries, Director of Research. Dr. DeVries was the primary developer of the TGT instructional process at the Center for Social Organization of Schools.

a) national -- the first approach to selecting objectives was to try to locate already existing sets of national objectives and test items that could be used directly or adapted to fit the TGT format. Five sets were located: these included objectives generated by the National Assessment of Educational Progress (NAEP), the System for Pupil and Program Evaluation and Development, the Instructional Objectives Exchange (IOX), the Westinghouse Learning Corporation, and the Northwest Regional Educational Laboratory (NWREL). These "national" objective sets were examined by purchasing the materials, and by conducting personal interviews with the developers of the sets to discuss their applicability and availability for TGT use.¹

We had hoped to locate a complete, national objectives set for language arts and math, a set which we could quickly and simply employ as a definitive structure for the TGT materials. We found, however, that there were various problems with the available sets. The NAEP materials were not comprehensive, and the majority of the language arts items used copyrighted materials which NAEP had secured permission to reprint. The objectives and items developed for the System for Pupil and Program Evaluation and Development, distributed by CO-OP in Amherst, Massachusetts, were more comprehensive but lacked coherent, sequential structure, and many of the objectives were too specific for TGT purposes. Over-specificity was also the problem with the NWREL materials, plus the reluctance of NWREL to allow the use of materials they were in the process of developing and copyrighting. The Westinghouse Learning Corporation objectives were

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Mike Lombardo of the Center for Creative Leadership conducted the interviews and examined on-site materials.

comprehensive and well-structured, but the structure did not separate out the elementary and secondary curriculum elements. The IOX materials contained many appropriate objectives, and the structuring of the objectives by skill areas lent itself well to adoption in TGT curriculum. Of the "national" materials, then, the IOX objectives sets were found to be most useful for construction of TGT curriculum materials for grades 4-6,¹ but not appropriate enough to be used without revisions and additions.

b) state -- to ascertain the availability and applicability of statewide learning objectives, a letter was sent to all state departments of education informing them of our TGT development effort and requesting information about their learning objectives. We found that of the states that responded, most are in the process of developing such objectives, generally as a part of establishing basic competency guidelines for local school district use. Some states had already developed such guidelines, a few of which were content and skill-oriented and some of which were more general, goal-oriented guidelines. The response of most states specified that they recognized the need for establishing a set of objectives of agreed-on importance in math and language arts that local school districts should seek to achieve, but the state departments' own position would be to suggest, not require, that such objectives be incorporated and achieved.

c) local -- language arts objectives and test items were collected from school districts across the country. An ERIC search was conducted

¹ Specifically, the publications Language Arts: Traditional Grammar K-12, Revised Edition, and Language Arts: Mechanics and Usage K-12, Revised Edition.

and produced a listing and abstracts for 196 sources of school district language arts curriculum objectives. The most appropriate materials, as identified by their abstracts, were purchased through the ERIC system. Those not available through ERIC were purchased from the sources directly.

Curriculum Structure

Having gathered an extensive collection of national, state, and local learning objectives and corresponding items reflecting the objectives, the next step was to identify the most relevant objectives and develop a logical curriculum structure to incorporate the objectives. We decided to concentrate first on the development of the elementary materials because learning basic language arts skills is a primary requirement in the elementary grades, and because the development of the elementary structure and objectives would provide a foundation for later development of the secondary materials.

The learning objectives for grades four, five, and six from all sources were individually recorded on index cards, and similar objectives were grouped. The correspondence among the objectives from all sources was very high, indicating that there is general agreement among school districts and educators throughout the country concerning the basic skills of language arts that should be taught in elementary grades four to six. Individual objectives that could not be grouped or that were too local in nature were discarded.

Following the grouping of similar objectives, each group was examined and restated as a single objective, or one well-written objective among the group was selected as representative of the group. This process involved an examination of the level of specificity of each objective and the combining

of too-specific objectives into more terminal objectives. For example, almost every source contained some objectives pertaining to forming plural nouns. Some were very specific (e.g., Given a singular noun ending in y and a pattern for the plural, the student will write its plural); others were more general (e.g., Given singular or plural nouns, the student can identify and supply the plural or singular forms). Examination of these objectives showed that they divided easily into two categories--forming regular plurals and forming irregular plurals, and a single TGT objective was identified for each category: Given singular nouns that add s or es to form plurals, the student will write the plural form of the nouns; and, Given singular nouns that form their plurals irregularly, the students will write the plural form of the nouns. The derivation and selection of the TGT objectives was also greatly influenced by the limitations of the TGT process and format. The process requires that each worksheet or game item must have a single appropriate answer that can appear on an answer sheet. The teacher cannot devote his/her time to running among tournament tables to resolve disputes about answers. Thus the process does not allow the use of objectives such as "The student will write a complete sentence;" "The student will write four words that are verbs;" "The student will write a sentence that includes the correct use of the past tense of the verb to run," and so on. These extended writing skills must be covered by teachers in compositional exercises, not through the TGT process.

The format limitations of TGT also precluded the inclusion of certain types of objectives. The worksheet and gamesheet format requires items that cannot be more than three sentences long. Also, it is important that the game move quickly during the tournaments to maintain student interest--long items would slow the play considerably and would lessen the amount of

practice that students receive. These factors limit the use of TGT for teaching literature, paragraph construction and analysis, or other skills that usually require the presentation of lengthy items to students.¹

The sorting and combining of objectives produced one hundred ten relevant language arts objectives for grades four through six. These objectives were then re-examined and rewritten, when necessary, to cast each objective into the form of an instructional objective that could be reflected in TGT worksheets and games.

Having derived a set of 110 objectives, the next step involved deriving a structure for the objectives that would make the TGT materials most easily used by teachers. A sequential structure was quickly ruled out as such a structure would require the use of TGT sequentially in fourth, fifth, and sixth grades for each student--that is, the student would learn one-third of the material each year. A fourth-grade teacher using sequential materials would have to be sure that his or her students would be able to continue with TGT in fifth and sixth grades, and no such assurance is possible because this does not reflect how language arts teaching is conducted in fourth through sixth grades. Instead, fourth, fifth, and sixth grades very much cover the same basic skills area of language arts, and the teaching variation occurs in the level of complexity of the skill area. For example, the study of nouns and noun usage is part of the curriculum in all three grades

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The TGT limitations are accepted in this development effort in order to maintain comparability and consistency of the curriculum. However, both process and format changes can be applied to adapt TGT for application to other objectives. For example, two reading comprehension units have been developed to provide intensive practice in two objectives, identifying the sequence of events in a paragraph and selecting the main idea of a paragraph. These units, developed for the Center by Ida Mescon, Moses DeWitt Elementary School in New York, use longer TGT items in a large card format.

(and even into junior high), and the general procedure in each grade is to review previous work on nouns and then build on the previous learning with added concepts and usage.

Given this pattern of language arts teaching, the "skill area" structure was most appropriate for organizing the TGT language arts objectives for teacher use. This structure also corresponded well to the language arts curriculum guidelines and goals collected from various State Departments of Education. Such a structure allows teachers to decide when the materials will be used and to select appropriate materials depending on the needs of their classes. The resulting skill area structure was determined by grouping of the previously derived 110 objectives into appropriate skill areas identified by the State Department of Education curriculum goals and guidelines. The following structure for coverage of the objectives emerged:

Unit I : Study Skills

- I.1 - Dictionary Skills (7 objectives)
- I.2 - Research Skills (3 objectives)

Unit II : Language Mechanics

- II.1 - Parts of Speech (42 objectives)
- II.2 - Sentence Structure (19 objectives)
- II.3 - Capitalization and Punctuation (11 objectives)

Unit III: Word Structure

- III.1 - Prefixes and Suffixes (5 objectives)
- III.2 - Abbreviations (1 objective)
- III.3 - Compound Words (3 objectives)

Unit IV : Word Meaning

- IV.1 - Classification (1 objective)
- IV.2 - Synonyms, Antonyms and Homonyms (7 objectives)
- IV.3 - Multiple Meanings (2 objectives)
- IV.4 - Descriptive Words (5 objectives)
- IV.5 - Figurative Language (4 objectives)

Item Development for Worksheets and Games

For each of the 110 language arts objectives, a worksheet and game were devised to provide drill and practice on the objective. In the TGT

process, students work together in their teams on the worksheets, helping each other learn the worksheet items in preparation for the upcoming game tournament. The worksheet and game items were produced by a team of item writers that included the author, two elementary teachers (grades 4 and 6), and two Johns Hopkins University graduate students. Whenever possible, worksheet and game items were taken directly from source materials; however, the majority of the items were written by the team. In the item writing, extensive use was made of basic fourth through sixth grade vocabulary lists.

Worksheet Development. The procedure for the development of each worksheet was as follows: (Appendix B contains an example of a completed worksheet used in Unit II.1, Parts of Speech.)

- 1) Each worksheet used a standardized format that noted the Unit and the Game number, and provided space for the student's name, date, class, team name, and number correct.

- 2) The instructional objective was listed. (For example: "Identify present, past, and future tenses of verbs used in sentences.")

- 3) Instructions were written that clearly specified what the student was to do with each worksheet item. (For example: "Underline the verb or verb phrase in each sentence and circle whether it is present, past, or future tense.") When necessary, the instructions also provided information that would help the students do their worksheets correctly. ("The verb tense tells when something occurred. Present tense tells about something that is going on right now. Past tense tells about something that has already happened. Future tense tells about something that is going to happen.")

4) Examples of correctly answered game items were presented to help students understand exactly what they were to do with each game item. For example:

We bring pencils to school.

(present)

past

future

We will bring a pen on Thursday.

present

past

(future)

We brought pencils and pens last week.

present

(past)

future

5) Thirty-two (32) items for each worksheet were collected, derived, or written by the item-writing team and put into the TGT worksheet format, and an answer sheet was prepared for each worksheet.

Game Development. The games development proceeded concurrently with the development of the worksheet items, but prior to the games development a basic decision concerning the game format was required. Previous TGT games consisted of a deck of game cards, with one game item written on each card. When playing the game, a student draws the top card from the deck and then has to answer that item. This game-item format requires each class (30 students) using TGT to have 10 decks of game cards for each game, so that the game can be played simultaneously at 10 tournament tables of three students each.

The problem with this format is the number of card decks required. A teacher using the twenty-one published TGT elementary language arts games has 210 decks of TGT cards, a total of 6,720 game cards. A teacher using the newly developed units, under this format, would have to deal with 1,100 decks of cards.

a total of 35,200 game cards. Clearly, this volume of cards would generate large production, packaging, usage and storage problems. Thus, it was decided to develop the new game materials in a gamesheet format, rather than a card format.¹

The procedure for using gamesheets rather than game cards is as follows. Instead of putting game items on cards, the items are placed on one sheet of paper, with each item numbered from one to thirty. Each game table receives one gamesheet, and also receives a deck of cards numbered from one to thirty. To play the game, a student draws the top card from the deck, then answers the gamesheet item indicated by the number of the card. Thus, each classroom (30 students) requires 10 decks of number cards, and these are used for every game. Ten gamesheets replace the ten decks of cards previously required for each game.

This system reduces the volume of materials considerably, but does not change the TGT structure. The only difference is that, instead of drawing a card and answering the item on the card, the student draws a number card, finds the numbered item on the gamesheet, and then answers the item. Previous pilot testing of this procedure found that it did not affect the efficacy of the TGT process.²

Development of the TGT game items proceeded as follows: (Appendix C contains an example of a gamesheet and answer sheet used in Unit II.1, Parts of Speech.)

1) Each gamesheet used a standardized format employing three columns of items numbered 1-10, 11-20, and 21-30, for a total of 30 items per game. This format allowed students to quickly locate the item

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This format was suggested by Robert E. Slavin of the Hopkins Center at a 1975 developers-publisher meeting.

²

The procedure was tested by Ida Mescon, Moses DeWitt Elementary School, DeWitt, New York.

indicated by the number card -- if the student drew number 26, for example, he or she could quickly go down the first column to number 6 and then across to the third column and number 26.

2) Each gamesheet consisted of 14-16 items that were identical to the worksheet items, and 14-16 new items based on the same objective. Thus, students who knew every item on their worksheets could expect to easily answer about half of the game items, but would need to generalize their learning to answer the new items correctly. The new items and the items from the worksheet were randomly mixed on the gamesheet. The new items were written to reflect the same aspects of the objective as the worksheet items they replaced -- for example, the worksheet item "The movie will be shown tomorrow" (will be shown, future) was rewritten as "The report will be due tomorrow" (will be due, future).

3. Answer sheets for the games were prepared in a standardized format of three columns numbered 1-10, 11-20, and 21-30, corresponding to the gamesheet format and allowing quick location of answers.

Total Development. The developed TGT language arts curriculum units consisted of 110 objectives, and for each objective there was a title sheet (containing the objective, instructions, and examples), the worksheet (two pages containing 32 items), the worksheet answer sheet (one page), the gamesheet (one page containing 30 items), and the game answer sheet (one page).

Pilot Testing

Two pilot testing techniques were considered for the TGT materials--small group, and classroom. The small group testing would involve using a group of three students to work out each worksheet and then engage in a tournament using the gamesheet. Three groups would be required--one each from fourth, fifth and sixth grades. The problems with this pilot testing process included getting representative students, providing time and a place for the students to work, and maintaining the students' interest throughout the long process of reviewing the materials. Also, the outcomes of the pilot testing would be based on the review by only a small number of students.

The main problem with classroom pilot testing of the materials lay in obtaining cooperative classrooms. However, a TGT workshop was provided for the Archdiocese of Baltimore in November, 1976, and many of the participating elementary teachers expressed an interest in pilot testing the new materials. Also, the Montgomery County School System in Maryland offered to pilot test the new materials as part of their use of TGT as an aid to mainstreaming students. It was thus decided that classroom pilot testing--having teachers run a TGT classroom using the new materials--would provide a more extensive test of the materials and produce better data for revisions.

Schools and Students. Pilot testing was conducted in five Baltimore parochial schools, one Baltimore County Public school, and four Montgomery County Public Schools. The testing was conducted in three fourth grade, three fifth grade, and nine sixth grade classrooms.

Procedure. Participating teachers selected up to ten objectives that they wished to cover in their classes, then used the corresponding worksheets and games to implement TGT in their classrooms for eight-to-ten weeks. All teachers were provided with the TGT Teacher's Manual and all the required classroom materials (worksheets, answer sheets, game-sheets, and number cards). The teachers were provided with evaluation sheets to critique the materials in general and to specify worksheet and game items that were unclear, non-objective oriented, too difficult, too easy, and so on. In addition, the parochial classroom teachers gave pretests and posttests consisting of items taken directly from the worksheets and gamesheets. The Baltimore piloting was managed and monitored by the author; the Montgomery County piloting was managed and monitored by Len Guedalia, teacher specialist for staff development at Mark Twain School.

The piloting was scheduled to run from January through early March, but extended into April in some schools due to closings caused by the extreme winter.

Materials Revision

The revision of the TGT materials took three forms: revising of the objectives, revising of game formats, and revising of worksheet and game-sheet items.

Objectives: The revision of objectives consisted of eliminating or changing too-easy objectives and combining other objectives that were not difficult enough or complex enough to maintain student interest throughout a complete TGT game. For example, objective II.1.1.8 was "Use singular and plural forms of nouns correctly in sentences," and the game required

students to circle the singular or plural form of the noun to make its usage in a sentence correct. However, items reflecting this objective were answered correctly by almost all fourth-grade students on the pretests, so the objective was dropped.

An example of combining objectives is offered by Games II.1.8.2 and II.1.8.4. The II.1.8.2 objective was that students should identify action verbs used in sentences; the II.1.8.4 objective was that students should identify linking verbs used in sentences. These objectives separately were too simple to maintain student interest for a complete game. Therefore they were merged into the objective that students should be able to identify action verbs and linking verbs in sentences.

The revisions resulted in a total of 97 language arts objectives covered by the final TGT materials. The objectives blueprint and objectives are contained in Appendix D.

Game Format: Some games were found to be too simple or too complex in game format and were revised accordingly. For example, the objective of Game I.1.3 is that students will identify vowel sounds in open, closed, silent-e and r-controlled syllables. The game format presented a word (e.g., bale) and required the students to identify the word as open, closed, silent-e, or r-controlled, then identify the vowel sound of the word as long, short, or neither. Students were confused by the double operation necessary in the game, so it was simplified to have students identify the vowel sound only.

As another example, the objective of Game II.2.3.2 is that students should identify a simple sentence with a compound subject or compound predicate that correctly combines two other simple sentences. The game format presented

two simple sentences (e.g., My dog is black. My dog is large.) and then presented three choices, only one of which was correct (My dog is black and large.). After a few moments practice, students could select the correct answer almost immediately--they quickly mastered the skill of recognizing a simple sentence containing a compound subject or predicate. This game format was revised to require that the students, given the two simple sentences, write one sentence that combined the two by using a compound subject or predicate.

Item Revision: Pretest-posttest analyses and teacher evaluations were used to identify worksheet and gamesheet items in need of revision. Pretests were scrutinized for (1) items that all students answered correctly (these items were rewritten to be more difficult); and (2) items that few or no students answered correctly (these items were carefully examined for clarity, reading level, correctness of answer, etc.). Pretest-posttest differences were examined item by item, and some items were uncovered that students answered correctly more often on pretests than on posttests. These items were also carefully examined for clarity, reflection of the objective, etc. and revised.

Summary

In 1971, the Center for Social Organization of Schools began the study and development of cooperative team techniques with the objectives of increasing student achievement and fostering better student attitudes and interpersonal relations. The Teams-Games-Tournament instructional process, in ten classroom research studies, was found to achieve these objectives (DeVries and Slavin, 1976).

To assist teachers in using TGT, the materials developed during the research and development of TGT were commercially published, and have

been used extensively. However, the materials needed to be made more comprehensive in order for TGT to be more useful to teachers.

This project consisted of developing and adapting the TGT materials to cover the common language arts learning objectives of fourth, fifth and sixth grade, within the limitations of the TGT basic skills emphasis. The project (1) developed a blueprint of a consensus of objectives based on national, state, and local sources; (2) developed TGT worksheets, gamesheets, and answer sheets for the objectives; (3) tested and revised the materials through classroom application.

The TGT elementary language arts materials consist of a set of 97 objectives covering study skills, language mechanics, word structure, and sentence structure. A total of 100 worksheets and gamesheets cover the 97 objectives.

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Appendix A
Sources of Objectives

Source Materials

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Appendix B

Worksheet for Parts of Speech (Verbs) Game II.1.8.5.1

UNIT II: LANGUAGE MECHANICS

Parts of Speech (Verbs) Game II.1.8.5.1

Worksheet

Name _____ Date _____

Class _____ Team _____ No. Correct _____

Objective: Identify present, past, and future tenses of verbs used in sentences.

Instructions: This worksheet will help you prepare for the Parts of Speech (Verbs) Game II.1.8.5.1. The verb tense tells when something occurred. Present tense tells about something that is going on right now. Past tense tells about something that has already happened. Future tense tells about something that is going to happen. Underline the verb or verb phrase in each sentence and circle whether it is present, past, or future tense.

Examples: We bring pencils to school.

present

past

future

We will bring a pen on Thursday.

present

past

future

We brought pencils and pens last week.

present

past

future

The movie will be shown tomorrow.

- a) present
- b) past
- c) future

1

Freshly baked bread tastes wonderful.

- a) present
- b) past
- c) future

2

The boy's mittens froze to his fingers.

- a) present
- b) past
- c) future

3

I shall tell you the answers.

- a) present
- b) past
- c) future

4

The storm came suddenly.

- a) present
- b) past
- c) future

5

I am sending letters to my friends.

- a) present
- b) past
- c) future

6

Jim drove to the station with him.

- a) present
- b) past
- c) future

7

John felt much better yesterday.

- a) present
- b) past
- c) future

8

Classes begin today.

- a) present
- b) past
- c) future

9

Elizabeth was an excellent dancer.

- a) present
- b) past
- c) future

10

The highway is closed.

- a) present
- b) past
- c) future

11

The new rule sounds fair to me.

- a) present
- b) past
- c) future

12

You will soon find the book.

- a) present
- b) past
- c) future

13

John did it.

- a) present
- b) past
- c) future

14

I was given roller skates for my birthday.

- a) present
- b) past
- c) future

15

I saw Carol at the market.

- a) present
- b) past
- c) future

16

Yesterday we went to the zoo.

- a) present
- b) past
- c) future

17

The tiny kitten will soon become a cat.

- a) present
- b) past
- c) future

18

Worksheet II.1.8.5.1

B-3

The dog will eat
his food.

- a) present
- b) past
- c) future

19

Jack seems very shy.

- a) present
- b) past
- c) future

20

She began to cry.

- a) present
- b) past
- c) future

21

She got a sunburn
yesterday.

- a) present
- b) past
- c) future

22

He drank all the
punch before the party.

- a) present
- b) past
- c) future

23

He appears much tal-
ler than his friends.

- a) present
- b) past
- c) future

24

He will swim across
the river.

- a) present
- b) past
- c) future

25

I will answer your
question.

- a) present
- b) past
- c) future

26

Kate looks very
grown-up today.

- a) present
- b) past
- c) future

27

I was thinking about
something else.

- a) present
- b) past
- c) future

28

They will run around
the block.

- a) present
- b) past
- c) future

29

Susan plays checkers
very well.

- a) present
- b) past
- c) future

30

The game ended
before dark.

- a) present
- b) past
- c) future

31

You speak very
clearly.

- a) present
- b) past
- c) future

32

Worksheet Answer Sheet

II.1.8.5.1 - Verbs

- | | |
|----------------------------|---------------------------|
| 1. will be shown
future | 17. went
past |
| 2. tastes
present | 18. will become
future |
| 3. froze
past | 19. will eat
future |
| 4. shall tell
future | 20. seems
present |
| 5. came
past | 21. began
past |
| 6. am sending
present | 22. got
past |
| 7. drove
past | 23. drank
past |
| 8. felt
past | 24. appears
present |
| 9. begin
present | 25. will swim
future |
| 10. was
past | 26. will answer
future |
| 11. is
present | 27. looks
present |
| 12. sounds
present | 28. was thinking
past |
| 13. will find
future | 29. will run
future |
| 14. did
past | 30. plays
present |
| 15. was given
past | 31. ended
past |
| 16. saw
past | 32. speak
present |

Appendix C

Gamesheet for Parts of Speech (Verbs) Game II.1.8.5.1

C-1
Unit II: Language Mechanics
Verbs Game II.1.8.5.1

1 The report will be due tomorrow. a) present b) past c) future	11 The highway is closed. a) present b) past c) future	21 She began to cry. a) present b) past c) future
2 Fresh apple pie tastes wonderful. a) present b) past c) future	12 The new rule sounds fair to me. a) present b) past c) future	22 She got a sunburn yesterday. a) present b) past c) future
3 The leaf fell to the ground. a) present b) past c) future	13 You will be home soon. a) present b) past c) future	23 He drank all the punch before the party. a) present b) past c) future
4 He will tell me later. a) present b) past c) future	14 We found the answer at last. a) present b) past c) future	24 He appears much taller than his friends. a) present b) past c) future
5 The dog ran around in circles. a) present b) past c) future	15 I was told a secret. a) present b) past c) future	25 He will run as fast as a deer. a) present b) past c) future
6 I am writing a lovely poem. a) present b) past c) future	16 I met Tom at the market. a) present b) past c) future	26 I will answer your question. a) present b) past c) future
7 Jim drove to the station with him. a) present b) past c) future	17 Yesterday we went on a hike. a) present b) past c) future	27 Ted looks angry about something. a) present b) past c) future
8 John felt much better yesterday. a) present b) past c) future	18 The show will soon become a big hit. a) present b) past c) future	28 I was thinking about something else. a) present b) past c) future
9 Classes begin today. a) present b) past c) future	19 The dog will eat his food. a) present b) past c) future	29 They will run around the block. a) present b) past c) future
10 Elizabeth was an excellent dancer. a) present b) past c) future	20 Jack seems very shy. a) present b) past c) future	30 Susan plays checkers very well. a) present b) past c) future

Game Answer Sheet

II.1.8.5.1 - Verbs

- | | | |
|------------------------|-------------------------|-------------------------|
| 1. will be due, future | 11. is, present | 21. began, past |
| 2. tastes, present | 12. sounds, present | 22. got, past |
| 3. fell, past | 13. will be, future | 23. drank, past |
| 4. will tell, future | 14. found, past | 24. appears, present |
| 5. ran, past | 15. was told, past | 25. will run, future |
| 6. am writing, present | 16. met, past | 26. will answer, future |
| 7. drove, past | 17. went, past | 27. looks, present |
| 8. felt, past | 18. will become, future | 28. was thinking, past |
| 9. begin, present | 19. will eat, future | 29. will run, future |
| 10. was, past | 20. seems, present | 30. plays, present |

Appendix D

Objectives for TGT Language Arts,
Grades 4-6

Teams-Games-Tournament (TGT)

Elementary Language Arts Objectives

The TGT elementary language arts objectives are divided into four units of instruction.

- Unit I: Study Skills
 - I.1 - Dictionary Skills (7 games)
 - I.2 - Research Skills (3 games)
- Unit II: Language Mechanics
 - II.1 - Parts of Speech (37 games)
 - II.2 - Sentence Structure (14 games)
 - II.3 - Capitalization and Punctuation (13 games)
- Unit III: Word Structure
 - III.1 - Prefixes and Suffixes (5 games)
 - III.2 - Abbreviations (1 game)
 - III.3 - Compound Words (3 games)
- Unit IV: Word Meaning
 - IV.1 - Classification (1 game)
 - IV.2 - Synonyms (2 games)
 - IV.3 - Antonyms (2 games)
 - IV.4 - Homonyms (2 games)
 - IV.5 - Synonyms, Antonyms and Homonyms (1 game)
 - IV.6 - Many meanings of words (1 game)
 - IV.7 - Descriptive words (5 games)
 - IV.8 - Figurative language (3 games)

The objectives of each unit are presented on the following pages. A TGT worksheet and game has been developed for each objective. There are a total of 100 TGT games.

I. Study Skills

I.1 - Dictionary Skills

- I.1.1 - Alphabetize words according to first, second, third, and fourth letters.
- I.1.2 - Identify words that fit between two guide words.
- I.1.3 - Identify vowel sounds in open, closed, silent e, and r-controlled syllables.
- I.1.4 - Identify words by their phonetic spelling.
- I.1.5 - Identify the sounds of the phonetic symbols in words.
- I.1.6 - Use accent marks correctly to show pronunciation of words.
- I.1.7 - Select the correct meaning for a word according to its use in a sentence.

I.2 - Research Skills

- I.2.1 - Choose the best reference source to find information about a given topic.
- I.2.2 - Identify what topics you would look under in an encyclopedia to find information about a given subject.
- I.2.3 - Locate information in a book using a table of contents or index.

II. Language Mechanics

II.1 - Parts of Speech

II.1.1 - Nouns

- II.1.1.1 - Identify words used as nouns by choosing two nouns from a list of four words.
- II.1.1.2 - Identify nouns in sentences as a person, place, or thing, and as common or proper.
- II.1.1.3 - Identify the subject noun in a sentence.
- II.1.1.4 - Write the plural form of regular singular nouns that add s or es to form plurals.
- II.1.1.5 - Write the plural form of singular nouns that form their plurals irregularly.
- II.1.1.6 - Choose the correct possessive form of singular and plural nouns.
- II.1.1.7 - Choose correct plural and possessive forms of nouns used in sentences.

II.1.2 - Pronouns

- II.1.2.1 - Identify words that are used as pronouns by choosing two pronouns from a list of four words.
- II.1.2.2 - Select the correct personal pronoun or possessive pronoun to replace an underlined noun in a sentence.
- II.1.2.3 - Identify pronouns that agree in number and gender with the nouns or other pronouns they refer to in a sentence.

II.1.3 - Adjectives

- II.1.3.1 - Identify words that are used as adjectives by choosing two adjectives from a list of four words.
- II.1.3.2 - Identify words used as adjectives in sentences and tell what nouns they describe.
- II.1.3.3 - Use the positive, comparative, and superlative forms of adjectives correctly in sentences.

II.1.4 - Adverbs

- II.1.4.1 - Identify words that are used as adverbs by choosing two adverbs from a list of four words.
- II.1.4.2 - Identify adverbs used in sentences and the question they answer (how, when, where, how much, how often).
- II.1.4.3 - Use the positive, comparative and superlative forms of adverbs correctly in sentences.
- II.1.4.4 - Identify the correct use of adverbs and adjectives in sentences.

II.1.5 - Prepositions

- II.1.5.1 - Identify words that are used as prepositions by choosing two prepositions from a list of four words.
- II.1.5.2 - Identify the preposition and the object of the prepositional in prepositional phrases used in sentences.

II.1.6 - Conjunctions

- II.1.6.1 - Identify words that are conjunctions in phrases or sentences.
- II.1.6.2 - Choose the correct conjunction to complete a sentence.

II.1.7 - Interjections

- II.1.7.1 - Identify words that are used as interjections in sentences.

II.1.8 - Verbs

- II.1.8.1 - Identify words that are used as verbs by choosing two verbs from a list of four words.
- II.1.8.2 - Identify action verbs and linking verbs in sentences.
- II.1.8.3 - Identify verb phrases in sentences.
- II.1.8.4 - Verb Tense and Number
 - II.1.8.4.1 - Identify present, past, and future tense of verbs used in sentences.
 - II.1.8.4.2 - Identify the correct use in sentences of present and past tense of regular verbs.
 - II.1.8.4.3 - Identify the correct use in sentences of verbs that form their past tense in irregular ways.
 - II.1.8.4.4 - Identify the correct use in sentences of past and past participle forms of irregular verbs. (2 games)

- II.1.8.4.5 - Identify verb agreement with singular and plural noun and pronoun subjects.
- II.1.8.4.6 - Identify the correct use of present, past, present participle, and past participle verb forms in sentences.
- II.1.8.4.7 - Form past, present participle, and past participle forms of verbs correctly.
- II.1.8.5 - Identify the correct use of tricky or confusing verbs.
- II.1.8.6 - Identify the verb and the direct object in a sentence.
- II.1.9 - Combined parts of speech
 - II.1.9.1 - Identify the part of speech of each word in a phrase or sentence.
 - II.1.9.2 - Identify nouns, verbs, adverbs, and adjectives by their function in a sentence.

II.2 - Sentence Structure

- II.2.1 - Parts of sentences
 - II.2.1.1 - Identify complete simple and compound subjects of sentences.
 - II.2.1.2 - Identify complete simple and compound predicates of sentences.
 - II.2.1.3 - Identify complete subjects and complete predicates of simple sentences.
 - II.2.1.4 - Distinguish between groups of words that are either sentences or non-sentences.
- II.2.2 - Kinds of Sentences
 - II.2.2.1 - Identify declarative (telling), interrogative (asking), imperative (commanding), and exclamatory (exclaiming) sentences.
 - II.2.2.2 - Change simple affirmative sentences into simple negative sentences by adding not or by adding not plus a form of the verb do.
 - II.2.2.3 - Change simple declarative sentences into simple interrogative sentences that can be answered yes or no.
 - II.2.2.4 - Change simple declarative sentences into simple interrogative sentences that ask who, what, where, when, why, or how.
 - II.2.2.5 - Identify simple and compound sentences.
 - II.2.2.6 - Identify sentence fragments, complete sentences, and run-on sentences.

II.2.3 - Building Sentences

- II.2.3.1 - Construct a simple declarative sentence using a given set of words.
- II.2.3.2 - Given a pair of simple sentences, identify one sentence out of three choices that correctly combines the ideas presented in the two simple sentences. The best choice will combine the ideas into a compound subject or compound predicate.
- II.2.3.3 - Construct a compound sentence when given two simple sentences with related ideas, using a given conjunction (and, but, yet, so, nor, or, for).
- II.2.3.4 - Expand sentences by adding modifying words and phrases correctly.

II.3 - Capitalization & Punctuation

II.3.1 - Capitalization

- II.3.1.1 - Given sentences, capitalize all words which should begin with a capital letter (2 games).
- II.3.1.2 - Given paragraphs, letters, outlines, quoted speech, and addresses, capitalize all words which should begin with a capital letter.

II.3.2 - Punctuation

- II.3.2.1 - Use the correct end punctuation mark for declarative, interrogative, imperative, and exclamatory sentences.

II.3.2.2 - Commas

- II.3.2.2.1 - Use commas correctly in all parts of a letter, after a last name written before a first name, between a name and an abbreviation, to separate part of an entry in a bibliography, and to separate in the source of notes.
- II.3.2.2.2 - Use commas correctly in written conversation, to set off a name in direct address, to separate words or groups of words in a series, after yes or no used at the beginning of a sentence, and after a mild interjection.
- II.3.2.2.3 - Use commas to set off a word group used to add information about a noun, to set off a transitional word or phrase, to indicate a pause between adjectives, and before the conjunction in a compound sentence.

- II.3.2.3 - Select contractions and possessives that use apostrophes correctly.
- II.3.2.4 - Use quotation marks correctly to set off the direct words of a speaker.
- II.3.2.5 - Use quotation marks to set off titles of chapters, short stories, poems, and reports; use underlining to set off titles of books, movies, radio and TV programs, newspapers and magazines.
- II.3.2.6 - Use a semi-colon correctly to punctuate two closely related sentences, and use a colon correctly in the greeting of a business letter, in writing time, and to introduce a list.
- II.3.3 - Capitalization and Punctuation
 - II.3.3.1 - Capitalize and provide end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
 - II.3.3.2 - Given sentences with no capitals and no punctuation, provide all needed capitals and all needed punctuation including periods, question marks, exclamation points, commas, apostrophes, semi-colons, and colons.

III. Word Structure

III.1 - Prefixes and Suffixes

- III.1.1 - Identify prefixes and suffixes in words.
- III.1.2 - Identify the root of a word having a prefix, suffix, or both.
- III.1.3 - Select the current meaning of words, in sentences, with prefixes or suffixes.
- III.1.4 - Select the form of a word with a prefix or suffix to make a sentence correct.
- III.1.5 - Identify the correct use in sentences of a word with different prefixes and suffixes.

III.2 - Identify common abbreviations

III.3 - Compound words

- III.3.1 - Identify the two words that make up a compound word.
- III.3.2 - Identify compound words in sentences and in lists of words.
- III.3.3 - Identify compound words among other words with the same base.

IV. Word Meaning

- IV.1 - Classification - Identify words that can be classified together because they belong to the same category.
- IV.2 - Synonyms
 - IV.2.1 - Identify the correct synonym for a given word,
 - IV.2.2 - Identify synonyms used in two different sentences.
- IV.3 - Antonyms
 - IV.3.1 - Identify the antonym of a given word.
 - IV.3.2 - Identify antonyms used in two different sentences.
- IV.4 - Homonyms - select the homograph that makes a sentence correct. (2 games)
- IV.5 - Identify pairs of words as synonyms, antonyms, or homonyms.
- IV.6 - Identify words with many meanings used in sentences.
- IV.7 - Descriptive words
 - IV.7.1 - Select the word or phrase that makes a sentence more descriptive.
 - IV.7.2 - Identify which of the five senses (touch, taste, sight, hearing, smell) a word in a sentence appeals to.
 - IV.7.3 - Identify the correct meaning of a cliché.
 - IV.7.4 - Denotation and connotation
 - IV.7.4.1 - Identify words that have negative connotations.
 - IV.7.4.2 - Identify sentences that have positive connotations.
- IV.8 - Figurative language
 - IV.8.1 - Given the beginning of a simile, identify the correct ending.
 - IV.8.2 - Given descriptive phrases, identify them as similes, metaphors, or neither.
 - IV.8.3 - Identify alliteration and onomatopoeia used in sentences.